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ABSTRACT

This manual is designed for use with adult or secondary school home economics students to enhance their awareness of the tasks and physical limitations faced by aged homemakers, and to identify possible adaptations for making the food management task easier and safer for older adults. The most frequently performed food preparation tasks are presented in a self-instructional, programed learning format with pre- and post-tests. The learning activities and information sheets focus on analyzing each food management task and providing alternative strategies to facilitate task accomplishment. The appendices contain a glossary, facilitator instructions, sample worksheets for duplicating the materials, and a reference list. (Author/KMF)

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ED199621

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:

FOOD MANAGEMENT

TEACHER'S MANUAL
AND
PARTICIPANT'S MANUAL

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The module, Adaptations of Homemaking Skills for the Aged: Food Management, has been designed for your students in order that they might become: (1) more aware of the tasks that the aged homemaker faces, (2) more aware of the physical limitations that affect the aged homemaker, and (3) better acquainted with some of the adaptations in the home and in food preparation tasks which will make food preparation easier and safer for the aged homemaker who has physical limitations.

Since the number of people over age 65 is increasing, independent living for the aged has become a major concern of home economists. The information that your students learn in this module will enable them to help aged people live independently in their own homes for a longer period of time. The module has been designed in such a way that it could be used with an entire class, part of a class, or even a single student. It can be used both inside and outside of the classroom.

After successfully completing this module, your students will be able to suggest adaptations in the home and in food preparation skills which will make the food preparation task easier and safer for the aged homemaker. Your students could use this information to help aged relatives or neighbors. This module will also help your students to better understand the post-middle-age phase of the life cycle. They may form a more positive attitude about older people in general as well as gain a better understanding of aging as a life-long developmental process.

Some of your students may use the information they learn in this module as the beginning of their training in the field of home health care. Work opportunities are plentiful for people called by such job titles as homemaker-home health aides, home health aides, or homemakers.

You may be a teacher of adult students or if you are a secondary school home economics teacher, you may teach adult classes at night. This module can be used with adult students, too. Like secondary school students, the adult students may use the information to help aged relatives or neighbors and to better understand the aging process. Many middle-aged adults find the positions of homemaker-home health aide, home health aide, or homemaker to be excellent part-time employment. Adults who have not been in the work force for a number of years because of family or other commitments often find these positions to be fulfilling employment when they return to work.

When you read the module, you will notice that only certain food preparation tasks are discussed. It is not the intent of the module to present adaptations for an exhaustive list of food preparation tasks. Therefore, only the most frequently performed tasks and most difficult tasks for a physically limited aged homemaker are discussed.

ORGANIZATION OF THE MODULE

The module has been designed in such a way as to allow students to work independently. Since the teacher interacts with students only when distributing and grading pretests and posttests, students are allowed to direct their own learning and to work at their own rate.

Pages i and ii introduce students to the module. Explicit *Instructions* for completing the module are given. *Performance Objectives* are stated so that students know exactly what they must learn. A *Glossary* of terms and definitions is provided on page iii to aid students in understanding the *Information Sheets*.

Pages 1 through 8 contain the *Information Sheets* for the module. Pages 9 through 16 contain the *Learning Activities* which are intended to reinforce material presented in the *Information Sheets*.

Quest Activities, which students will enjoy performing, are located on pages 17 and 18 of the module. These activities allow students to further explore the ideas which have been presented in the *Information Sheets*.

The *Self-Check* containing the answers to the *Learning Activities* is on page 19 of the module.

USING THE MODULE

The module can be used with any number of students. It can be used both inside and outside of the classroom with either secondary school students or adult students. The module may be used by itself or with other modules in this series (Adaptations of Homemaking Skills for the Aged: Nutritional Needs, Food Purchasing, Laundry, Housekeeping, or Working With the Aged).

TESTING

After receiving a module and reading the Instructions on pages i and ii, each student will ask you for a Pretest and an accompanying Answer Sheet. You will find a master copy of the Pretest-Posttest in Appendix B of this manual and a master copy of the Pretest-Posttest Answer Sheet in Appendix C of this manual. After completing the Pretest, the student will return the Pretest and the Answer Sheet to you. You should then evaluate the student's performance on the Pretest using the Key located in Appendix A of this manual. You should instruct those students who pass the Pretest by making 15 (90%) or more correct responses to turn to the Quest Activities on page 17 of the module and do the activities there. Students who do not pass the Pretest by making 15 (90%) or more correct responses should be instructed to begin reading on page 1 of the module and read and complete Learning Activities until ready to take the Posttest. Be sure to give each student an Answer Sheet along with the module so they can write the answers to the Learning Activities located in the module.

After completing the module and preparing for the Posttest, each student will ask you for a Posttest and an accompanying Answer Sheet. Since the Posttest is the same as the Pretest, you will again find a master copy of the Pretest-Posttest in Appendix B and a master copy of the Pretest-Posttest Answer Sheet in Appendix C of this manual. When the student returns the Posttest and the Answer Sheet to you, you should evaluate his/her performance on the Posttest using the Key located in Appendix A of this manual. You should then instruct those students who pass the Posttest by making 15 (90%) or more correct responses to turn to the Quest Activities on page 17 of the module and do the activities there. Students who do not pass the Posttest by making 15 (90%) or more correct responses should be instructed to re-study the Information Sheets and Learning Activities in the module until they are ready to take the Posttest again. Each student should make 15 or more correct responses on the Posttest before going to another module.

INFORMATION SHEETS AND LEARNING ACTIVITIES

The module instructs students to write their answers to all Learning Activities on an Answer Sheet. You will find a master copy of the Learning Activity Answer Sheet in Appendix D of this manual. If you notice a student writing directly in the module, you should remind him/her that he/she should write on the Answer Sheet provided so that the module will be reuseable.

The module also instructs students to use the Self-Check on page 18 of the module and to correct answers on their Answer Sheets. Students sometimes think that this is *cheating*. If you notice that a student is not using the Self-Check and/or is not correcting his/her answers, you should remind him/her that it is both honest and necessary to do these things.

QUEST ACTIVITIES

As previously mentioned, Quest Activities are provided in order that students may further explore ideas which were presented in the Information Sheets. Since your students will complete the module at different times, they will also begin to do the Quest Activities at different times. It is therefore important that the materials needed in order for your students to complete the Quest Activities are available when needed. It is best to obtain the materials before your students begin to work on the module.

While your students are required to do quite a bit of reading and writing in the module, the Quest Activities afford them a chance to experience some of the things about which they have been reading. By experiencing these things, your students will become more aware of the meaning of aging. You should encourage students to complete the Quest Activities by showing interest and enthusiasm about the activities.

TRANSPARENCIES

This module contains information about equipment which can help make food management easier and safer for the aged homemaker. This equipment may be discussed separately from the module if the students are interested. The pages in Appendix E contain pictures of all of the equipment mentioned in the module. These pages can be made into transparencies for use with a group or duplicated so students may have a copy to remind them of possible adaptations when working with the aged.

DUPLICATION OF PAGES

Since students will not write directly in the modules, you will need to duplicate only a few pages in order to re-use the modules. The master copy of the Learning Activities Answer Sheet located in Appendix D of this manual must be duplicated each time the modules are to be used.

A master copy of the Pretest-Posttest is located in Appendix B of this manual. You will need to duplicate the number of copies which you will need in using the modules. Since students do not write directly on the Pretest-Posttests, you will need to duplicate copies only once. These copies can be used repeatedly.

REFERENCE LIST

General references on aging as well as references specific to food-related needs of the aged are included in the following list. You may want to read several of these in order to become familiar with some of the current literature on aging.

GENERAL REFERENCES

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REFERENCES ON FOOD FOR THE AGED

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APPENDIX A

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED: FOOD MANAGEMENT

PRETEST-POSTTEST KEY

Section I.

1. C
2. C
3. B
4. C
5. B
6. A
7. D
8. B

Section II.

1. A
2. B
3. A
4. A
5. A
6. B
7. C
8. A
9. B

APPENDIX B

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED: FOOD MANAGEMENT

PRETEST-POSTTEST

I. The following case studies have to do with problems the aged homemaker has when preparing food. Read the case studies and write the letter of the *one* correct response in the place provided for Section I on your answer sheet.

> Joe Martin lives in a retirement apartment complex. His wife, Martha, died two years ago. He is now 68 years old. Joe has become more involved with meal preparation and planning since Martha died. He has noticed less feeling in some parts of his body, especially in his hands. Joe burned himself twice last week and wants some advice as to what he can do to make this limitation less of a danger and a problem.

1. Three of the adaptations below *would not* help Joe avoid getting burned when preparing food. Which *one* would help Joe avoid getting burned?

   A. eat mostly canned or frozen foods
   B. sit down while cooking
   C. use hot pads or an oven mitt
   D. cook his food early in the day when he is not tired

2. Joe is also worried about cutting himself when chopping vegetables. Three of the adaptations below would help Joe with this problem. Which ONE *would not* help Joe?

   A. anchor the vegetables on a nail board to slice them
   B. store knives and sharp equipment on a pegboard rather than in a drawer
   C. use a dull knife
   D. use a rubber ball on the knife handle

> Mary and Bill Allen live in the same home that they have lived in for 35 years. They bought it when they were first married and raised two children there. Now, both children are married with families of their own. Bill has retired from the furniture business and is very active in his civic club and the Better Business Bureau. Mary is a volunteer in her church. She plans the meals and does the shopping as well as the cooking. Bill has helped out occasionally. Over the past year, Mary has been bothered with arthritis and stiff joints. This causes problems for her when preparing food even in the kitchen she has worked in for years.

3. Mary would find preparing food easier if she purchased certain foods or equipment. Four of the adaptations below are correct. Which ONE *would not* help Mary when preparing food?

   A. convenience foods
   B. food packaged in jars
   C. seal-a-meal pouches
   D. easy open boxes
   E. a box knife

4. To open boxes of food for preparation, Mary needs one of the tools listed below. Which ONE of the tools *would* help Mary with this problem?

   A. a letter opener
   B. a pair of sewing scissors
   C. a box knive
   D. a razor blade

5. When Bill is not home to help Mary get food from a high shelf, Mary could use ONE of the adaptations below. Which adaptation would be most helpful to Mary in this situation?

   A. wait for Bill to return
   B. use long handled tongs
   C. use an oven shovel
   D. use casserole paws

6. When Mary's arthritis bothers her, she could change some of her food preparation methods. Three of the adaptations below would not help Mary. Which ONE *would* help Mary when her arthritis is bothering her?

   A. use larger and thicker handles on her utensils
   B. use several utensils instead on one
   C. try to prepare food without utensils
   D. use rubber gloves

7. Mary has trouble keeping her mixing bowl steady when making pie crust. Three of the adaptations below would help Mary with this problem. Which ONE *would not* help Mary?

   A. anchor the bowl with an open drawer
   B. use a bowl holder stand
   C. use a flat bottomed bowl
   D. use a round bottomed bowl

8. Some older homemakers use wheelchairs because of lack of balance, low energy, or other physical limitations. Three of the adaptations below would help an aged homemaker in a wheelchair. Which ONE *would not* help?

   A. special counters at wheelchair height
   B. stepping stool
   C. lap board
   D. tongs for reaching food or equipment

II. Match the following limitations to the adaptations that could help solve the problem. Limitations will be used *more than once*. Write the letter of the correct limitation in the place provided for Section II on your answer sheet.

ADAPTATIONS

1. prefolded sheets of aluminum foil
2. good lighting
3. lazy susans
4. duplicate equipment in work centers
5. cutting board with nails
6. magnifying glass
7. food timers with visual signals or automatic stopping of cooking when done
8. wedge-type can opener
9. enlarged stove and oven dials for temperature

LIMITATIONS

A. loss of muscle power
B. visual impairment
C. hearing impairment

APPENDIX C

Name: _____

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:
FOOD MANAGEMENT

PRETEST-POSTTEST
ANSWER SHEET

Section I.

1.
2.
3.
4.
5.
6.
7.
8.

Section II.

1.
2.
3.
4.
5.
6.
7.
8.
9.

APPENDIX D

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED: FOOD MANAGEMENT

ANSWER SHEET

LEARNING ACTIVITY ONE - PAGE 9

1.
2.
3.
4.
5.
6.
7.

Turn to page 18 and check your answers!

LEARNING ACTIVITY TWO - PAGE 12

1.
2.
3.
4.
5.

Turn to page 18 and check your answers!

LEARNING ACTIVITY THREE - PAGE 13

1. A or B
2. A or B
3. A or B
4. A or B
5. A or B
6. A or B

Turn to page 18 and check your answers!

LEARNING ACTIVITY FOUR - PAGE 16

F U G T A K S Z G M E A B N Z R K P
C O N E L E V E L S T O R A G E S O
V E R C U J W X N D B C B I S Y A U
I S D S M D R G E H F G P L J I H R
D U P L I C A T E S I T Y B F U S I
R E J X N H S G B L M O S O G P I N
A H S C U I F P A P G D B A H A M G
W T I W M F G U C U A P F R B T I H
E G T I F K B E N G F C O D A Z T A
R W T H O C I L M J N N K V W B I N
D A I V I F M D J C T O B T O J C D
I U N G L A Z Y S U S A N S D A F L
V B G Y C N N X L W T V U I S O A E
I D T O L E O K S M B C A T M A N S
D U S W E D G E C A N O P E N E R U
E G X R R S A Y P T R Y G U C X M I
R S B D C D F C H C A B S N B T E C
S U C T I O N C U P S C D U Z A B P

Turn to page 18 and check your answers!

LEARNING ACTIVITY FIVE - PAGE 16

1.

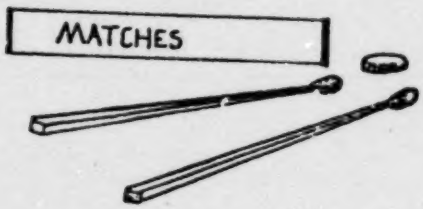
2.

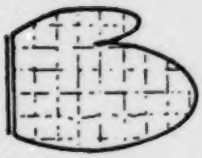
3.

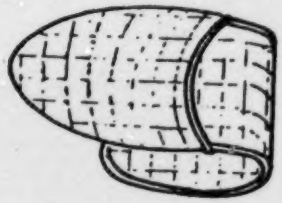
Turn to page 18 and check your answers!

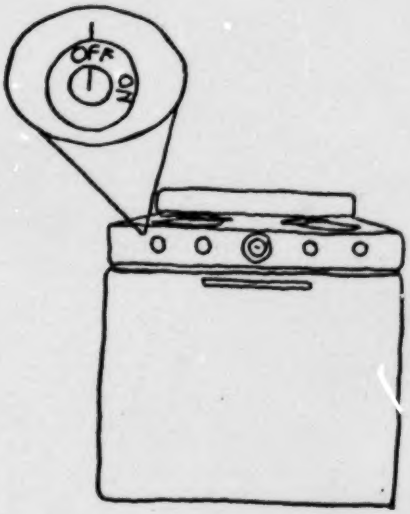
APPENDIX E

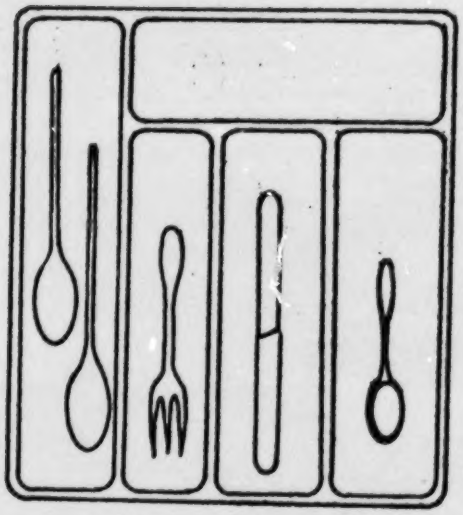
ADAPTATIONS FOR LOSS OF RECEPTORS FOR TOUCH AND PAIN



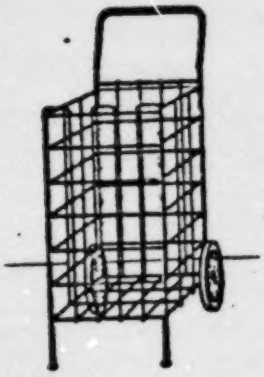


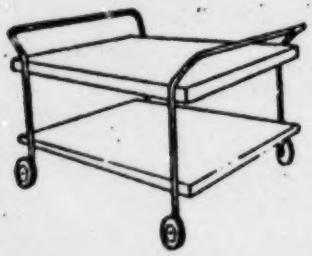


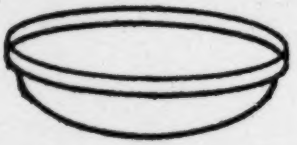


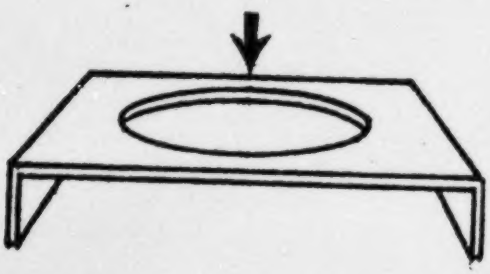


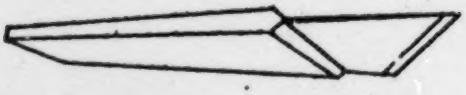
ADAPTATIONS FOR LOSS OF MUSCLE POWER

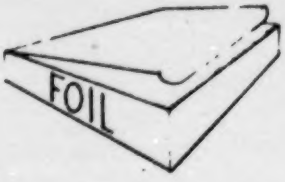




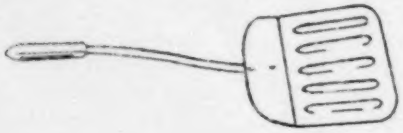


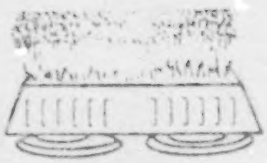


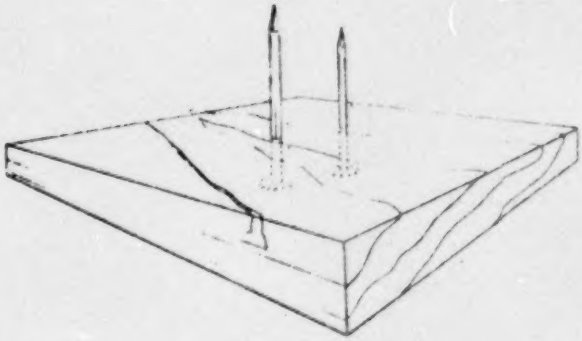


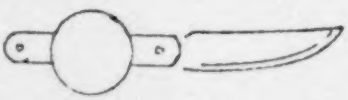


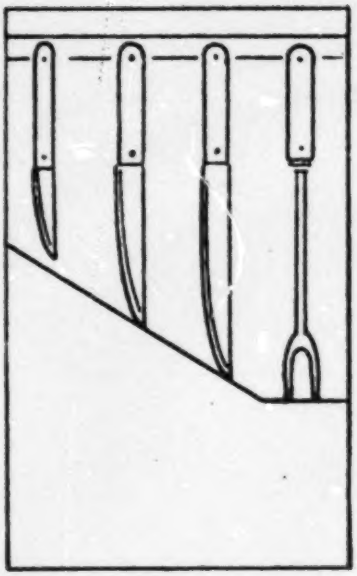
ADAPTATIONS FOR STIFFENING JOINTS

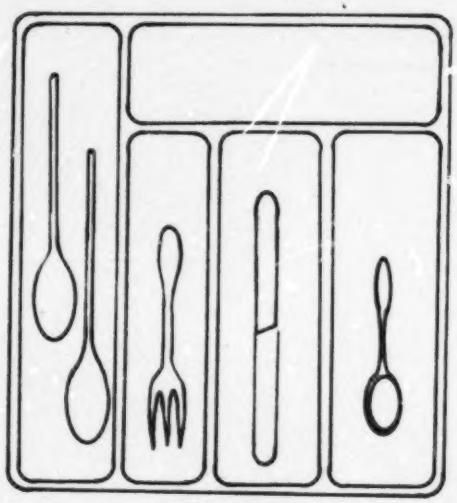






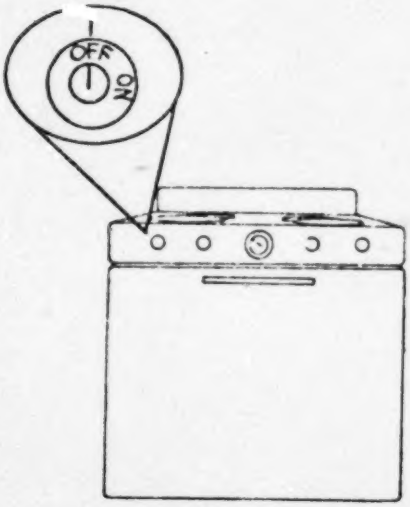






THYME
mustard

Shopping List
Butter
Cheese
Milk
Eggs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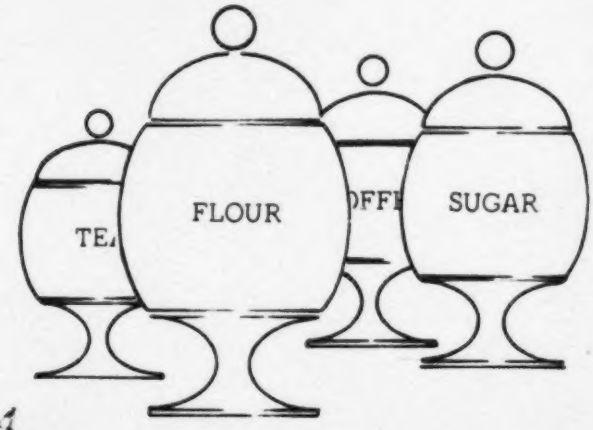
FLOUR
SUGAR

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED:

FOOD MANAGEMENT

Project 7-052
Final Report

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1978

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The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

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FOOD MANAGEMENT

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State of Florida Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida 32304

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INTRODUCTION

Because we can perform food management tasks with relative ease, we sometimes forget that food management might be quite difficult for the aged homemaker. This module will help you become (1) more aware of tasks that the aged homemaker faces; (2) more aware of the physical limitations that affect the aged homemaker; and, (3) better acquainted with some of the adaptations in the home and in food preparation tasks which will make food management easier and safer for the aged homemaker who has physical limitations. With this information, you will be able to help the aged become more independent and thus remain in their homes for a longer period of time.

INSTRUCTIONS

The steps listed below explain what you must do in order to complete this module. Read each of these steps, then return to step 1 and begin to work on the module.

1. Read these Performance Objectives:
   A. List six physical problems which could limit the ability of the aged homemaker to prepare food in the home.
   B. For each problem listed in Objective A, list the adaptations which would help the aged homemaker in preparing food.
2. Make arrangements with your teacher to take a test (Pretest) based on the Performance Objectives you just read. Ask your teacher for a Pretest and an Answer Sheet. *Please do not write your answers on the Pretest!* Write your answers on the Answer Sheet.
3. Take the Pretest.
4. Return the Pretest and the Answer Sheet to your teacher. Let your teacher check your Pretest.
5. If your teacher tells you that you gave 15 (90%) or more correct responses on the Pretest, you may either (a) begin another module; or, (b) complete the Quest Activities on page 17 of this module.

   If your teacher tells you that you did not give 15 (90%) or more correct responses on the Pretest, you should turn the page and begin this module.
6. Read and study the Glossary on page iii in order to become familiar with some of the terms that you will see on the Information Sheet.
7. Read the Information Sheet. Complete the Learning Activities in order to prepare yourself to take a Posttest. *Please do not write in this module!* Write the answers to each Learning Activity in the appropriate place on the Answer Sheet provided to you. After writing your answers to each Learning Activity, turn to the Self-Check on page 18 of this module and check your own answers. If you have any incorrect answers, change the answers on your Answer Sheet after looking at the Self-Check. Re-read any part of the Information Sheet with which you are having difficulty.
8. Make arrangements with your teacher to take a test (Posttest) based on the information in this module. Ask your teacher for a Posttest and an Answer Sheet. *Please do not write your answers on the Posttest!* Write your answers on the Answer Sheet.
9. Take the Posttest.

10. Return the Posttest and the Answer Sheet to your teacher. Let your teacher check your Posttest.
11. If your teacher tells you that you gave 15 (90%) or more correct responses on the Posttest, you may either (a) begin another module; or, (b) complete the Quest Activities on page 17 of this module.

    If your teacher tells you that you did not give 15 (90%) or more correct responses on the Posttest, re-read and study the Performance Objectives and the Information Sheet, then re-take the Posttest until you give 15 (90%) or more correct responses.

GLOSSARY

Adaptation	A change that makes something easier.
Convenience food	A food that has been partly prepared before it is packaged for sale; saves the consumer time and energy.
Lack of balance	Difficulty in standing or sitting without support.
Lack of energy	Decrease in ability to be active sometimes resulting in feeling tired.
Loss of muscle power	Decrease in physical strength resulting in difficulty in changing the position of the body or other objects.
Loss of receptors for touch and pain	Reduced sense of touch and difficulty in feeling pain.
Nutrient	Component of food necessary for life and health.
Physical limitations	Changes in the normal physical condition of the body that result in the body not functioning as well as it once did.
Produce	Fresh fruits and vegetables.
Stiffening of joints	Decrease in ability to bend joints in any part of the body without difficulty or pain.
Utensil	Small kitchen equipment, usually for hand work.
Visual impariment	Difficulty in seeing.

FOOD MANAGEMENT

As a person ages, physical changes take place in the body. These changes do not occur at any set time in a person's life or in any set pattern. Aging is an individual matter. For an older homemaker, physical losses may affect the ability to live independently. Adaptations in the way a task is performed can help the aged homemaker remain independent.

One change occurs in the skin and the tissue under the skin. The skin loses its stretch and there is a loss of receptors for touch and pain. This means the skin does not feel things as well as it once did. During the aging process, the joints and the structure of the bones change, too. A stiffening of the joints and a loss of muscle power can limit older people's ability to move around.

With age, the lens of the eye gets thicker. The pupil opening narrows and muscles in the eye do not work as well. This makes it more difficult to see things at changing distances.

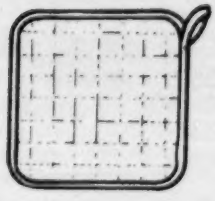
When preparing food, many of these factors come into play. There are changes which can be made in the home and in homemaking skills to make the task of preparing food an easier one. Suggestions and information on adaptations will be divided into categories according to the possible physical changes.

LOSS OF RECEPTORS FOR TOUCH AND PAIN

The elderly homemaker with a loss of receptors for touch and pain runs a risk of accidents in the kitchen, especially involving heat and cuts from sharp objects. Long handled matches made for fireplaces or barbecue grills are good protection when lighting gas ovens or stoves. Gloves may be worn when working with hot water or with hot liquids to protect the hands.

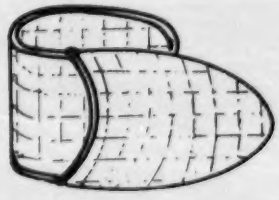
long handled matches

oven mitt



pot holder

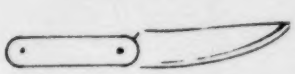
oven shovel

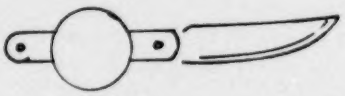


casserole paws

Pot holders and oven mitts, both short and long sleeved, are needed for oven work. Pads are available or could be made from two mitts. They wrap around the casserole or pan and protect both the hands and other parts of the body. A long handled oven shovel makes hot pans less dangerous to take out of the oven.

When cutting food with a sharp knife, a medium sized soft rubber ball can help. A cut made on each side of the ball with the knife handle through each cut provides a large, round surface for the homemaker to grip the knife handle easier to hold and more secure for cutting. The homemaker does not need to buy expensive, special utensils to cut food. The ball can be easily removed for washing when necessary. These rubber balls are available in variety or toy stores.

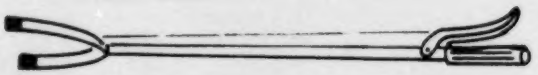




Storing dangerous equipment can be accomplished safely by hanging sharp items on a pegboard so they are highly visable. This method uses sight rather than touch for finding sharp objects and lessens the chance of getting a cut reaching into a drawer with knives loose inside.

STIFFENING OF JOINTS

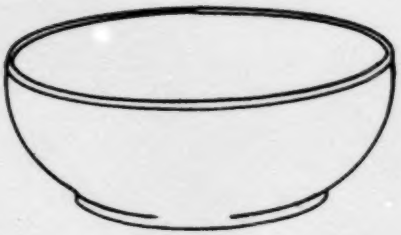
Stiffening of joints can cause many problems when preparing food. Reaching stored food or equipment may be difficult, but long handled tongs are available to help the homemaker with this task.

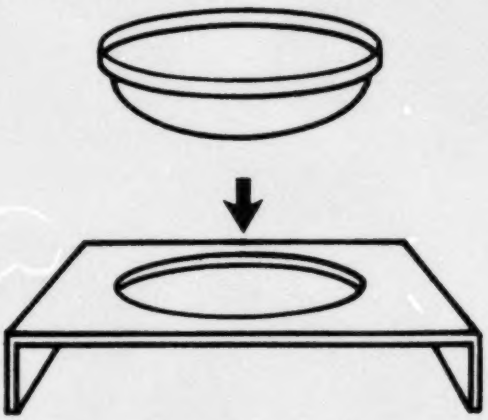


If equipment handles are long, thick, or wrapped with non-slip tape such as white medical tape, holding them will be easier. Heavier utensils are steadier to use and loss of control is less probable.

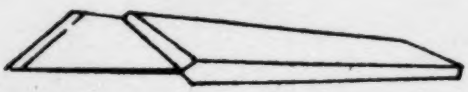
Many utensils which are hard to handle may not be needed if convenience foods are used. Much of the preparation is done for these foods before they are sold. When convenience foods are used at home, the hand and utensil work normally needed to prepare the food is not necessary. Some frozen convenience foods are packaged in pouches, ready to cook. Many of this type are vegetables. To prepare these foods, they can simply be placed in boiling water and cooked. Then, the pouch is cut open and the food is ready to be served. Tongs should be used to remove pouches from boiling water to avoid burns.

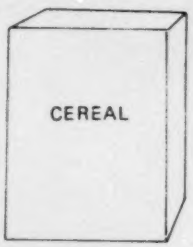
When mixing ingredients in large bowls, balance may be a problem. Bowls with flat bottoms are more steady than round bottomed bowls and tend to tip and spill less. If a round bottomed bowl is all that is available, a bowl holder stand can be used. These can be purchased or made from a board with a circle cut out so that the bowl will fit into the opening and be held in place. A damp cloth underneath the bowl will also help to hold it in place.



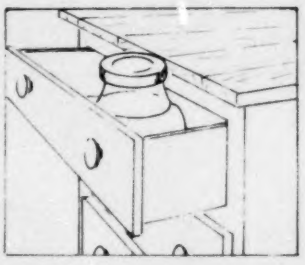


Opening containers of food may be a problem, especially when prepackaged convenience foods are used. Flip top boxes and pull strips are easier to remove than normal openings. The packages without these openings can be put on one side and cut open with a box knife. This is a razor blade edge with an easy grip handle for safety.



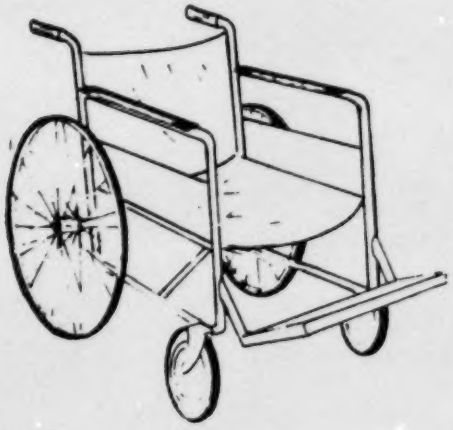


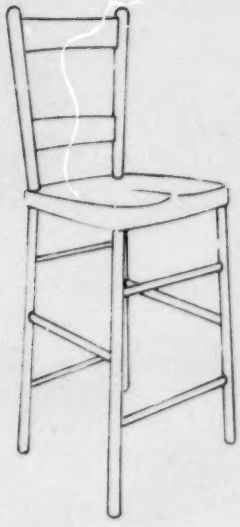
Another method is to place the box or jar in a drawer with the lid sticking out, close the drawer and the box or jar will be steadied for opening.



LACK OF BALANCE

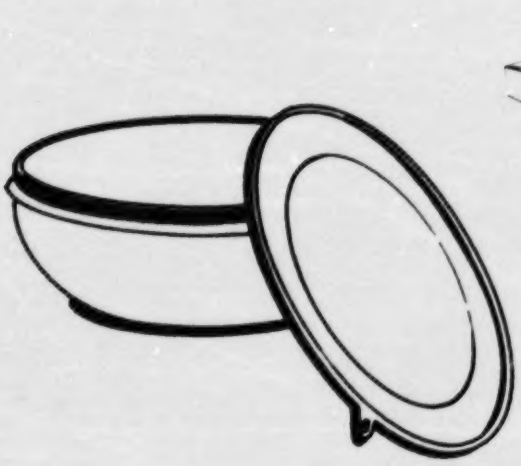
Sitting while preparing food will help if balance is a problem. Stools with backs are comfortable when counters are high or work must be done at a normal height stove. Aged homemakers who spend much of their time in a wheelchair find working at conventional height tables, counters, or appliances tiring. Lap boards or clip-on trays which fit around the body like an apron are useful for most preparation tasks. The best boards and trays have edges which are raised 1 to 1½ inches to prevent food and utensils from sliding off. Long-handled tongs are useful for reaching needed equipment or food from a sitting position.

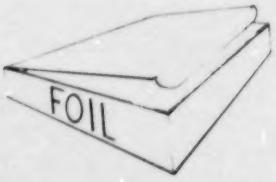


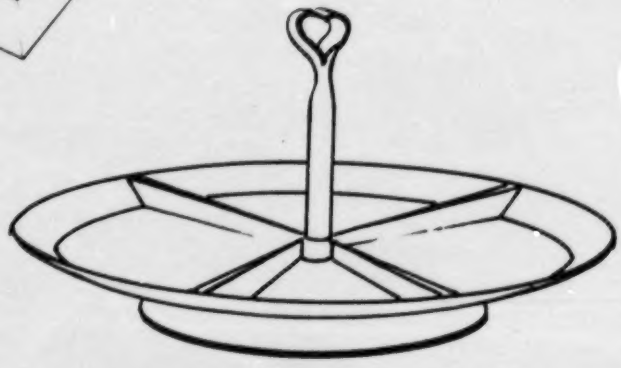


LOSS OF MUSCLE POWER

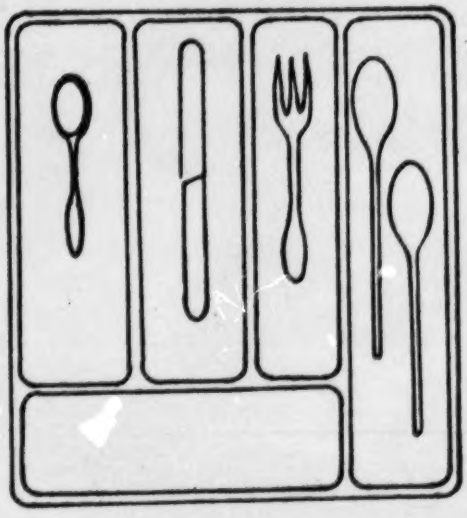
Loss of muscle power is a difficult limitation depending upon the extent of the loss. When storing food, heavy items should not be stacked one on top of another. If food is all stored on one level, lifting will not be necessary. Food storage containers that require only one hand to seal them would help when strength and coordination are low. For wrapping food, prefolded sheets of aluminum foil are available so pulling and tearing is not necessary. Foil is better than other food wraps because it is easy to mold and will hold its shape once molded. Lazy susans are convenient for many small items so reaching is not a necessity. They are round trays on a platform and can twirl to bring all items within reach.



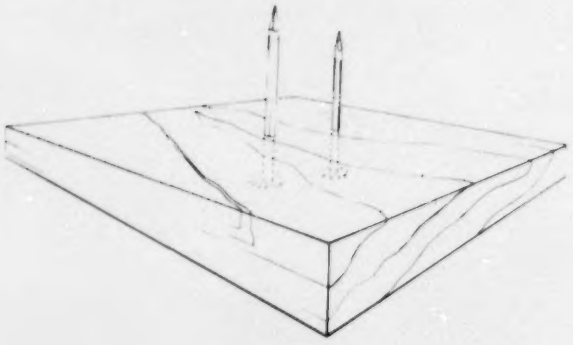




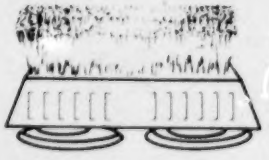
Sometimes the way that equipment is stored can mean more work when preparing food. A *duplicate* piece of equipment or utensil is an extra that does the same job. By putting duplicates of inexpensive items in different places around the kitchen, an aged homemaker can save reaching from one work counter to another over and over again. Heavy equipment should be placed on a counter or shelf so that one can slide it rather than having to lift it. Lazy susans can be purchased for equipment storage as well as for food storage. They are available in cabinet sizes with or without shelves. For small equipment, vertical drawer dividers separate pieces and organize work space efficiently.



Preparing foods is a problem when muscle power is lost. Steadying the food for cleaning or preparing is important. A simple board with two nails can be made to hold foods which are solid. The nails are hammered in from the bottom and hold the food such as potatoes or carrots in place on the board.

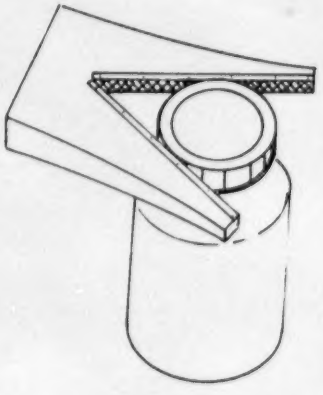


Waxed paper put on the board will help in cleaning up. Peelings or waste can simply be lifted up off the nails and thrown away. For washing fruits or vegetables a scrub brush is available that can be anchored with suction cups so only one hand is needed to move the vegetable back and forth for cleaning.



When cutting or slicing food, sharp knives are better than dull knives. A sharp knife will cut food and is controlled more easily than a dull knife.

Opening jars and cans can be difficult even without loss of muscle power. Wedge-type can openers are available which make the job easier.

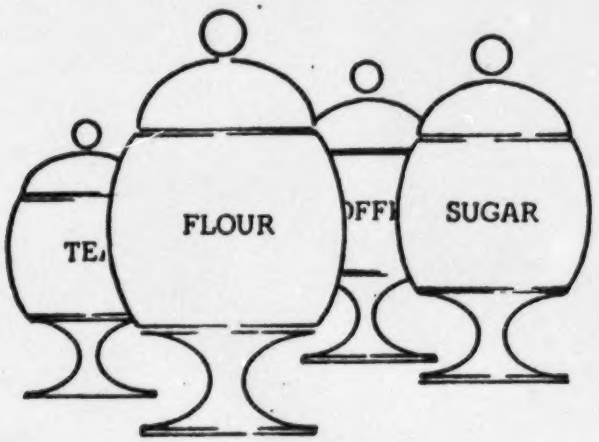


The opener is mounted on a wall and the edges grip the jar lid which makes it possible to open any jar with only one hand.

Pouring from milk cartons, especially full ones, may be a problem when muscle power is limited. A plastic handle which fits around square cartons is available in various sizes. This is easier to grip and can be held in one hand.

VISUAL IMPAIRMENT

Visual impairment makes food preparation difficult. Adequate lighting is necessary for vision. Storing food in glass or other see-through containers will aid in finding a food when needed.



By dividing equipment storage areas into preparation, mixing, and cooking; equipment will be near the point of use and time will not be wasted looking for things as they are needed. All of the equipment used for mixing, such as bowls, measuring spoons, and wooden spoons, can be stored together. A magnifying glass may be used for reading package directions, recipes, or labels on food.

If special, easy to read stove controls and oven temperature dials are not available, a magnifying glass may be needed for their use also. Faucets can be labeled with bright colors or large letters to indicate hot and cold. Some elderly people have hearing impairments which may be a problem if a timer is used.

The sound it makes means the food has cooked the amount of time it was set for the food to cook. Other cues or signals should be substituted which do not depend on hearing for their success for the homemaker with a hearing impairment.

LEARNING ACTIVITY ONE

PHYSICAL LIMITATIONS

Directions: Look at each picture below and in the place provided for Learning Activity One on your Answer Sheet list the *physical limitation* shown which would affect an older person when preparing food. After writing your answers on the Answer Sheet, turn to the Self-Check on page 18 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

Is it hot yet?

1.

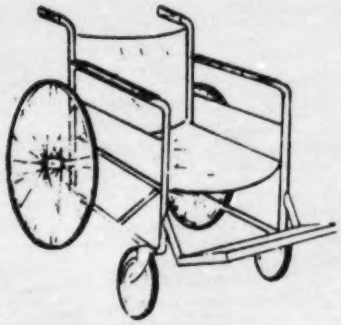
It hurts to move my arm.

2.

I'm falling!

3.

4.



5.

It's too heavy!

6.

I wonder when the cake will be done.

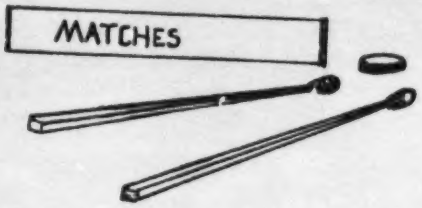
7.

LEARNING ACTIVITY TWO

LOSS OF RECEPTORS FOR TOUCH AND PAIN

Directions: Below you will find sentences with ways to help the elderly homemaker prepare food when there is a loss of receptors for touch and pain. In the place provided for Learning Activity Two on your Answer Sheet, fill in the missing words by looking at the pictures below for clues. After writing your answers on the Answer Sheet, turn to the Self-Check on page 18 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

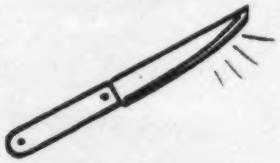
1. When using a gas stove, make the task safer.



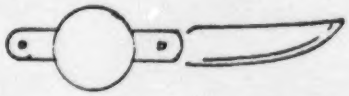
2. When working with hot liquids or foods, should be worn to protect the hands.

3. For removing hot pans from the oven, use , , or .

4. When cutting food, always use knives.



5. Easier handling and secure cutting can be accomplished with a on the knife handle.



LEARNING ACTIVITY THREE

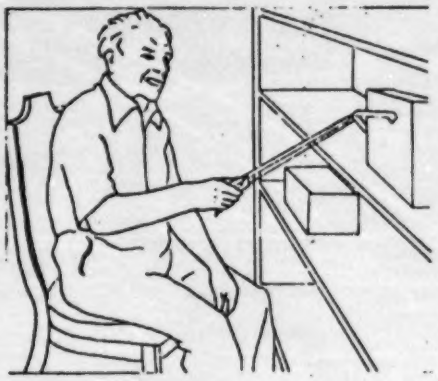
STIFFENING JOINTS AND LACK OF BALANCE

Directions: Older homemakers with stiffening joints or lack of balance may have difficulty in the kitchen. Choose the picture below from column A or B which shows the best way for them to accomplish the task. Circle A or B in the place provided for Learning Activity Three on your Answer Sheet. After writing your answers on the Answer Sheet, turn to the Self-Check on page 18 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

1.

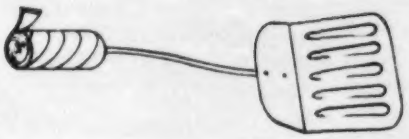
A

or



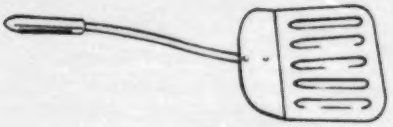
B

2.



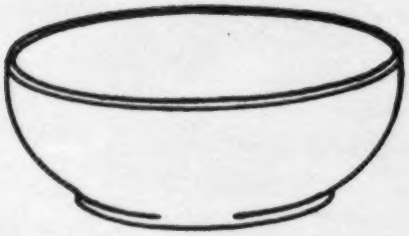
A

or



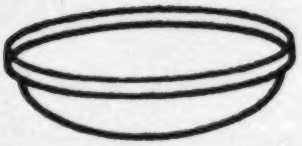
B

3.



A

or

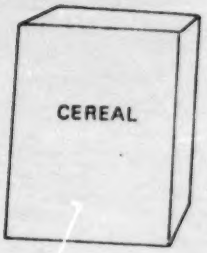


B

4.

A

or



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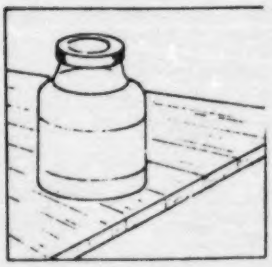
5.



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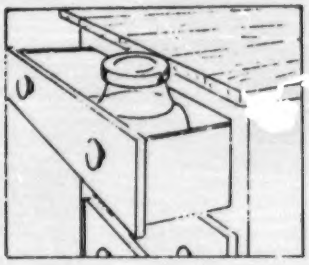
or



B

6.

A

or

B

LEARNING ACTIVITY FOUR

LOSS OF MUSCLE POWER

Directions: Find the adaptations to help an elderly homemaker with loss of muscle power prepare food in the puzzle on your Answer Sheet in the place provided for Learning Activity Four. The adaptations can be either up and down or left to right.

suction cups
drawer dividers
duplicates
aluminum foil
nail board
wedge can opener
sitting
pouring handles
one level storage
lazy susans

After writing your answers on the Answer Sheet, turn to the Self-Check on page 18 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

LEARNING ACTIVITY FIVE

VISUAL IMPAIRMENT

Directions: Read the case study and write three adaptations to help the homemaker described in the place provided for Learning Activity Five on your Answer Sheet.

Meet Ellen Thomas.

She is 66 years old and lives alone in a small apartment in Georgia. She has always loved to cook and enjoys having her children and grandchildren come over to visit for meals. Lately her eyes have been bothering her and she finds she cannot see far away objects as well or read small print as well as she once could. She cannot afford glasses and is too proud to ask her children for the money. If glasses were unavailable, what adaptations could Mrs. Thomas make in the kitchen to help her make up for her limited vision? After writing your answers on the Answer Sheet, turn to the Self-Check on page 18 and see if your answers are correct. Change the incorrect answers on your Answer Sheet.

QUEST ACTIVITIES

1. Visit a home for the aged and take a survey as to their food related problems. Classify problems as to specific physical limitations which may be causing them. Suggest adaptations to help individuals cope with specific limitations.

2. Volunteer to help with Meals on Wheels or other community services for the aged.

3. Look for local, state, and national legislation concerning the elderly and nutrition. Get involved and write your congressman.

4. Role play a situation where an elderly homemaker with loss of muscle power is preparing the evening meal. Use adaptations and equipment suggested in the module.

   Examples are: rubber ball for knife handle
   tongs for reaching food or utensils
   lazy susans for storage
   nail board for anchoring vegetables or meat

5. It is sometimes hard for healthy younger people to understand the physical limitations that are part of aging. Try one or more of these activities to gain a better understanding of the physical limitations of the aged.

   A. To explore how it feels to have a loss of receptors for touch and pain:
      a. Put white glue on your fingers from the last joint to the finger tip. Let the glue dry thoroughly. Try to pick up a button off the floor.
      b. Put on a pair of ladies' dress gloves. Again try to pick up a button off the floor.
      c. Put on a pair of rubber gloves. Try to wash dishes.

   B. To understand how it feels to have stiff joints and lack of balance:
      a. Put poster board cylinders on both arms. Try to reach an object on a shelf in a wall cabinet.
      b. Put poster board cylinders on both legs. Try to reach an object on a shelf in a base cabinet.
      c. Put poster board cylinders on both arms and both legs. Try to push a shopping cart and fill it with food items.

   C. To experiment with how it feels to have a loss of muscle power:
      a. Balance a book of a least 2" thickness on the palm of each hand while holding your forearms level with the floor. After doing this for 3 minutes, quickly lift the books to a shelf in a wall cabinet.
      b. Balance a book of at least 2" thickness on the palms of each hand while holding your forearms level with the floor. After doing this for 3 minutes, try to unscrew a jar lid.
      c. Balance a book of at least 2" thickness on the palm of each hand while holding your forearms level with the floor. After doing this for 5 minutes, either try to lift the books to a shelf or try to unscrew a jar lid.

D. To experience how it feels to be visually impaired:
   a. Blindfold yourself. Try to make a sandwich.
   b. Go into a dimly lit room or closet. Try to read the small print on the back of a food package.
   c. Blindfold yourself. Try to open a box of cereal or a carton of milk.

E. To become familiar with how it feels to have a lack of energy:
   a. Run in place for 5 minutes. Try to open a can of vegetables.
   b. Do 20 sit-ups or push-ups. Try to carry a bag of groceries.
   c. Touch your toes 20 times. Try to slice an onion.

F. Since many aged people often have more than one physical limitation, combine two or more of the above activities. For example, you could blindfold yourself and put on a pair of ladies' dress gloves, then try to pick up a button.

6. Write a case study about a person you know (perhaps your grandmother, grandfather, or a neighbor). Include adaptations in the home and in food preparation skills that you could suggest to this older person.

7. Pretend that you are an aged person. Act out various adaptations in food management skills that make food preparation easier and safer for the aged homemaker (such as sitting to chop food). Using only your body and facial expressions to give clues to the adaptation you are acting out, act out the adaptations for one or two of your friends. Let your friends try to guess which adaptation you are acting out.

8. Visit an aged homemaker. Observe his/her body movements and food preparation routine. Write up your observations pointing out (1) the physical limitations of the aged homemaker; (2) the aged homemaker's food preparation routine; and, (3) adaptations in food management tasks that you could suggest in order to make food preparation easier and safer for the aged homemaker. Tell a friend about your observations.

9. Make a poster or bulletin board about food management for the aged. You may work alone or with a friend.

ADAPTATIONS OF HOMEMAKING SKILLS FOR THE AGED: FOOD MANAGEMENT

SELF-CHECK

LEARNING ACTIVITY ONE - PAGE 9

1. Loss of Receptors for Touch and Pain
2. Stiffening of Joints
3. Lack of Balance
4. Wheelchair bound
5. Loss of Muscle Power
6. Visual Impairment
7. Hearing Impairment

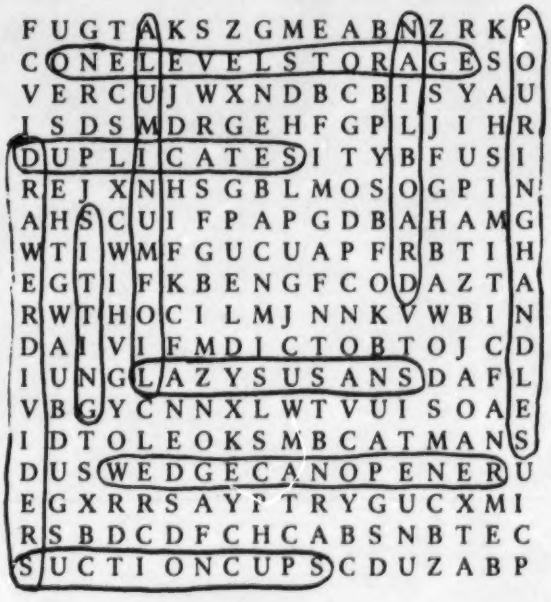
LEARNING ACTIVITY TWO - PAGE 12

1. long handled matches
2. gloves
3. pot holders, mitts, oven shovels
4. sharp
5. rubber ball

LEARNING ACTIVITY THREE - PAGE 13

1. B
2. A
3. A
4. A
5. B
6. A

LEARNING ACTIVITY FOUR - PAGE 15



LEARNING ACTIVITY FIVE - PAGE 16

Any three from these:

1. adequate lighting
2. store food in glass containers
3. put equipment near point of most use
4. label faucets with large letters or bright colors to show hot and cold
5. label stove and oven temperature controls with large letters